

ANTH 152 Culture and Humanity- Anthropology of the Anthropocene
Sustainability Focused
3 credits, CRN 64203, Online

INSTRUCTOR: Ian 'Akahi Masterson
OFFICE: Hale Kūhina 110
OFFICE HOURS: by appointment
TELEPHONE: (808) 780-4064
EMAIL: imasters@hawaii.edu
EFFECTIVE DATE: SPRING 2023

Aloha Kākou. Welcome to Cultural Anthropology! We are living at a time when the human species is modifying the planet's climatic systems and ecological system at an unprecedented rate. To understand these changes and think about solutions, we need to understand the culture, politics, and society of the species responsible (us). This course will use anthropological perspectives to think about our relationship with the environment locally and globally. In this course we will also learn about different cultures from around the world and cultural diversity here in Hawaii.

Through this focus we will learn how anthropologists think and do research on topics and questions that are close to home and connected to the communities in which we live. We will also do our own anthropological research on public spaces like beaches and mountains that will help us to learn how anthropologists understand the world and how anthropological insights can be applied to local challenges. I am excited to be teaching this course and look forward to learning from your ideas and perspectives.

He ali'i ka 'āina; he kauā ke kanaka.
The land is a chief; man is its servant.

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

Examines the concept of culture and cultural variation among humans. Introduces basic anthropological concepts and approaches to studying and analyzing cultural behavior. Assists students in being able to view their own and others' cultures more objectively. (3 hrs. lect.) WCC:FGB

STUDENT LEARNING OUTCOMES

1. Explain how anthropologists study and talk about economic, kinship, political, gender, and religious systems, and cultural change.
2. Apply the concept of culture to analyze cross-cultural issues in Hawai'i, the US, and the world.
3. Identify cross-cultural differences and similarities in multicultural societies such as Hawai'i.
4. Describe patterns of culture in societies which utilize various strategies of adaptation to their environments, including subsistence patterns, political organization, social organization, and stratification.
5. Carry out ethnographic fieldwork in a subculture on O'ahu and produce a written description of the culture.

6. Apply anthropological perspectives and research methods to careers and research outside of the discipline.
7. Examine his/her own life and culture in a more critical manner in relation to the lives of people in other cultures.

FOUNDATIONS HALLMARKS

Global and Multicultural Perspectives (FGB):

1. Provide students with a large-scale analysis of human development and change over time.
2. Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) and using multiple perspectives.
3. Offer a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions.
4. Examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.
5. Include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.
6. Engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.

SUSTAINABILITY LEARNING OUTCOMES

1. Identify the socio-cultural values and attitudes that facilitate sustainable living at the local, regional, and global level.
2. Describe how traditional and indigenous perspectives inform practices of sustainability.

He lawai`a no ke kai papa`u, he pokole ke aho; he lawai'a no ke kai hohonu he loa ke aho.

A fisherman of shallow seas uses a short line; a fisherman of the deep sea uses a long line.

COURSE ASSIGNMENTS AND GRADING

The course's grading policy is designed to give students complete control over their grade. You can get any grade that you would like depending on the amount of time and energy you put into the course work. Everyone is completely capable of achieving an A in the course if you put in the effort. This emphasizes that learning is about time and energy rather than innate academic ability. If you miss an assignment, there are multiple opportunities for extra credit to make up the points that you have missed. All of this is purposely designed to put you in control over your time, energy, and grade in the course while providing clear guidance and structure. More complete instruction and examples for many of the assignment are available on laulima>resources.

POINTS AND GRADING

A 90% - 100%

B 80% - 89%

C 70% - 79%

D 60% - 69%

F below 60%

Discussion Questions ~ 20 points each x 16 weeks = 320 points

Ethnographic Field Labs ~ 30 points each x 5 assignments = 150 points

Cultural Exploration Options ~ 50 points x 3 project options = 150 points

Homework Notes ~ 10 points x 8 Modules = 80 points

Course Evaluation (take a screenshot) = 10 points Extra Credit

TOTAL POSSIBLE POINTS: = 700 points (+ extra credit)

Online Discussion Forums: Every week there will be an online forum every week. You must post a one response to each Forum topic for 16 points each (150-250 words). In addition, you should post 2 comments (50-150 words) on other's posts for 4 points.

Homework Notes: Much of the learning for the course will happen through the prezi presentations, textbooks, academic articles, films, and podcasts that support the course material. These materials will complement the class discussion and content and will help improve your understanding of core concepts. For each of these assignments you will turn in handwritten or typed notes on the materials every module throughout the semester. At the end of your notes you should write a short paragraph on how the material changed how you think about the topic. More instructions and a rubric are available online.

***Ma ka hana ka 'ike.
In working one learns.***

Ethnographic Field Labs: Throughout the class we will be learning how to do ethnographic research in class. There are five projects. These assignments will include:

Lab 1: Media & the Environment

Lab 2: Interviews

Lab 3: Social Media Analysis

Lab 4: Survey

Lab 5: Participant Observation

Cultural Exploration Options (choose 3 options):

These labs will teach you how to do anthropological research and you will contribute to a larger ethnographic project on human and environmental interactions in Hawaii. If you turn them in on time, you can have the opportunity to redo them for more points. These will be submitted via google classroom.

1) Service Learning: This project connects us with some of the great community organizations that are restoring Hawaiian landscapes, native ecosystems, and building community. There are a number of community organizations in Ko'olaupoko that are doing awesome work. These groups are working to restore archaeological sites using traditional Hawaiian resource management techniques which connect with experimental and applied archaeology.

5 points for every hour of service learning up to 15 points for 3-4 hours 10 points E/C if you do 2 more hours over two site visits.

2) Sustainability Events: There are a variety of sustainability speakers, workshops, films, etc that you can access online, on campus, or in the community. Choose a specific subject that has to do with sustainability in some way and attend/view at least one for course credit and share out on a discussion forum. After each event, write/upload notes and do a short summary and reaction to the event. 25 Points for attending and doing a write-up for a discussion in class. Please respond to other student posts once you have uploaded your event.

3) Book reports: There are a series of ethnographies that you can choose from to read. You should read the ethnography and write a 3-5 page book report that summarizes the book and discusses it in relation to the ideas of the course. These should be handed in by the last day of class. If you need extra credit you may choose to read a second book & do a similar write-up.

4) Letter to Politicians: As we talk about sustainability you can write (and send or email) a letter to a government or business leaders to recommend changes to policy or legislation around the issue. The letter should be thoughtful, researched, and well written.

5) Ma Ka Hana Ka 'Ike: This project option introduces students to the concept of experimental archaeology, in which archaeologists try to replicate ancient practices to learn more about how people lived. This is a branch of archaeological knowledge that promotes learning by doing and actually trying to recreate archaeological artifacts and processes. Archaeologists butcher animals with stone tools to see how different tools work or analyze the kinds of cut patterns left on animals that have been butchered. In other instances, archaeologists worked with Native Hawaiians to rebuild a traditional voyaging canoe, the Hokule'a to learn more about how they sailed and traditional navigation techniques.

6) Wikipedia Editing Project: This project is about conducting original research on a local topic/site and then writing a short encyclopedia description of the topic. This encourages students to become a part of creating open educational resources and writing for a global audience. Because we live in Hawaii, we have access to the best information on local topics and through research can share out appropriately from a cultural perspective.

Course Evaluations: Complete the UH Course Evaluation at the end of the semester and post a picture of your completed survey on the Google Assignment for 10 points of extra credit.

LATE WORK POLICY

In our world deadlines are everything, and if you fall behind it becomes a challenge to catch up. All work due during any week will not be cited as late if it is turned in by Sunday 11:55 p.m. 10% off all late assignments or discussions submitted after that. Labs and Project Options can be turned in late up until the last day of class but docked 10% if it is submitted past the week that the project is due. Extra credit (i.e. doing an extra project option) can be turned in until the last day of class along with the homework notes.

PLAGIARISM

You are required to do all of your own work, unless the project is specifically designated as a group project. You must recognize where you get your information from and cite all sources appropriately using APA, Chicago or MLA citation guidelines. This is true for internet, print, or any other kind of media. Failure to cite properly, or borrowing another person's work without recognizing them is considered plagiarism. Anyone caught plagiarizing will receive zero points for the assignment. Repeated plagiarism will be referred to the Office of Student Affairs and can be considered grounds for failing the course. If you have any questions, please talk to me.

LEARNING RESOURCES

Monaghan, J., & Just, P. (2000). Social and cultural anthropology: A very short introduction. Oxford University Press. 9th ed. (available online access via WCC library or you can purchase a hard copy at the bookstore or online).

All other readings will be available as PDFs on Laulima or as hyperlinks on the syllabus.

E kaupē aku nō i ka hoe a kō mai.

Put forward the paddle and draw it back.